

UNITED STATES MARINE CORPS
Logistics Operations School
Marine Corps Combat Service Support Schools
Training Command
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MTAC 3105

STUDENT OUTLINE

MAJOR SUBORDINATE COMMAND TRAINING, EXERCISE, AND EMPLOYMENT PLAN
(MCTEEP)

LEARNING OBJECTIVES

1. Terminal Learning Objective: Given the billet of a major subordinate command motor transport chief and references, utilize a Training and Exercise Deployment Plan for a major subordinate command, per the references. (356XX.05.07)
2. Enabling Learning Objective:
 - a. Given the billet of a major subordinate command motor transport chief and references, identify the purpose of the Marine Corps Training, Exercise, and Employment Plan (MCTEEP), per the references. (35XX.05.07a)
 - b. Given the billet of a major subordinate command motor transport chief and references, identify the types of training plans, per the references. (35XX.05.07b)
 - c. Given the billet of a major subordinate command motor transport chief and references, identify the elements of a training schedule, per the references. (35XX.05.07c)
 - d. Given the billet of a major subordinate command motor transport chief and references, identify the steps in developing a training plan, per the references. (35XX.05.07d)
 - e. Given the billet of a major subordinate command motor transport chief and references, identify the elements of a training evaluation, per the references. (35XX.05.07e)

OUTLINE

1. **MARINE CORPS TRAINING PHILOSOPHY.** The direct correlation between training and victory in war has been confirmed throughout the history of battle, by commander's experiences, and in the

wisdom of military philosophers. Successful combat units train as they intend to fight and fight as they were trained. The Marine Corps bases its future success on the battlefield on this philosophy. As such, the Marine Corps mandates that training must be simple and compelling in order to provide the nation with units that are ready for combat. To fulfill this promise to the nation, combat ready units must be manned with Marines who are motivated, disciplined, and proficient; led by tactically and technically competent leaders; and conditioned through physically tough and mentally demanding training that ranges from individual Marine battle drills to joint combined-arms exercises. Training encompasses the full range of duties, responsibilities, and missions of Marines, and must be embedded in all that Marines do.

2. TRAINING PRINCIPLES

a. Train as you fight. This is the fundamental principle upon which all Marine Corps training is based. All peacetime training must reflect battlefield requirements. Training Marines should prepare them to perform their tasks and meet operational standards during the complex, stressful, and lethal situations they will encounter in war.

b. Make commanders responsible for training. Commanders at all levels are responsible for the training and performance of their Marines and units. Senior commanders personally train their subordinate commanders (e.g. company commanders train platoon commanders). Along with training, the ability to delegate authority to an individual who is trained to accept responsibility is vital to the Marine Corps operational concept. Therefore, training the chain of command is an inherent part of the Marine Corps training philosophy. This delegation of authority fosters initiative throughout the chain of command and is vital to the teacher-trainer role.

c. Use standards-based training. Standards-based training is the use of common procedures and uniform operational methods to create a common perspective within the Marine Corps. Training standards are published in the form of Individual Training Standards (ITS's), for each Military Occupational Specialty (MOS), and as Mission Performance Standards (MPS's) for each unit. All training must conform to these standards. Additionally, standards based training:

(1) Provides a measurement of performance.

(2) Provides Marines with the ability to adjust rapidly to changing tactical situations.

(3) Eliminates the need for re-training if units are cross-attached.

(4) Fosters flexibility in battle by reducing the need for complex orders.

(5) Teaches Marines to respond to changes in combat in a reflexive and automatic manner.

d. Use performance-oriented training. Marines must be proficient in the basic skills required to perform their jobs under battlefield conditions. To achieve results, all training should be performance-oriented. Marines are trained to meet published standards, not merely to occupy the time designated for training.

e. Use mission-oriented training. To obtain maximum benefits during training, commanders develop training programs based on an analysis of their unit's mission. This mission analysis provides a careful assessment of possible warfighting missions, identifies specified and implied tasks, sets the specific standard to which each task must be executed, and is the foundation for the unit's Mission Essential Task List (METL). Units are taught these tasks according to prescribed collective and individual training standards set forth in the Marine Corps Combat Readiness Evaluation System (MCCRES) and ITS's.

f. Train the Marine Air Ground Task Force (MAGTF) to fight as a combined arms team. The cornerstone of today's MAGTF is the combined arms team. Combined arms proficiency develops only when teams train together on a regular basis. Cross-attachment of units and routine employment of the full spectrum of combat, combat support, and combat service support functions must be practiced regularly.

g. Train to sustain proficiency. Once units have trained to a required level of proficiency, they must sustain it. To sustain proficiency, commanders must continuously evaluate performance and design training programs that correct weaknesses and reinforce strengths. MCCRES is the continuous process of training, evaluating results, analyzing feedback, and training again to strengthen weak areas. MCCRES allows for collective and individual training, develops and sustains mission proficiency, and is key to sustaining a high level of proficiency.

h. Train to challenge. Challenging training builds competence and confidence by developing new skills, instills loyalty and dedication from the pride and satisfaction gained by meeting training challenges, and inspires excellence by fostering initiative, enthusiasm, and eagerness to learn.

3. COMMANDER'S RESPONSIBILITIES. Commanders at all levels are responsible for all of their units training needs. To meet specific training needs, commanders develop overall unit training programs based on the best combination of available resources, materials, guidance, and time. Commanders must:

a. Provide clear commander's intent/guidance throughout the process.

b. Identify training objectives clearly.

c. Plan training events and activities.

d. Arrange for support.

e. Ensure that the required resources are available.

f. Ensure that training is conducted.

g. Supervise and evaluate individual and unit proficiency.

h. Supervise and evaluate training sessions, instructional quality, and unit training management procedures.

4. MILITARY OCCUPATIONAL SPECIALTIES MANUAL (MOS MANUAL). The MOS Manual is a product of the Marine Corps Occupational System. The Commanding General, Marine Corps Combat Development Command is responsible for developing Marine Corps combat requirements including doctrine, organization, training, equipment, and support. Organizational requirements are set forth in Tables of Organization (T/O). The T/O's are tabulated with numbers derived from the Marine Corps Occupational System.

a. The Marine Corps Occupational System uses a four-digit number code constructed on the concept that occupations with similar skill and knowledge requirements are grouped in functional areas, known as Occupational Fields (OccFlds), and their respective jobs known as MOSSs. This sort of classification provides efficient assignment, and utilization of Marine Corps personnel. The occupational system identifies Marine Corps personnel duties, skill attributes, and requirements within the specific functional areas.

b. The cornerstone of the Marine Corps Occupational System is the MOS manual with its framework of OccFlds and MOSSs. In addition to providing an overall picture of the various MOSSs within the Marine Corps it also assists in:

(1) Identifying the skills of individuals and the requirements of organizations in various tables of organization.

(2) Establishing the effective use of manpower by placing the right Marine in the right billet.

(3) Assists in personnel accounting, classification, assignment, and enlisted and officer career progression and promotion.

c. MOSs are awarded when performance based criteria has been met as set forth in the Individual Training Standards. Certification to award an enlisted MOS is authorized when Marines graduate from formal schools using approved Programs of Instruction (POI's) or an other Service equivalent that designates the MOS to be awarded.

d. Most MOS's are awarded by attending the appropriate formal school. In those cases where formal school is either not available or the Marine is unable to attend, an Additional Military Occupational Specialty (AMOS) can be awarded by the commanding officer when all core skill performance criteria have been met and the Marine holds a billet in the unit for the AMOS. However, this MOS is awarded as a AMOS only.

5. TRAINING STANDARDS. The Marine Corps training system is a standards-based system. This means that the entire training system and all training programs are built around established individual and unit performance standards for specific tasks. A training standard consists of three components: the task to be accomplished, the condition under which the task is performed, and the evaluation criteria used to determine if the task was performed at a satisfactory level. These standards are published as Individual Training Standards and Mission Performance Standards.

a. Training standards are used to guide the unit's training program. At the unit level, individual (ITS) and collective (MPS) training standards are used to:

(1) Determine individual and/or team proficiencies and deficiencies.

(2) Determine training methods.

(3) Specify training funding and resources.

(4) Evaluate proficiencies as a result of training.

6. INDIVIDUAL TRAINING STANDARDS. Individual Training Standards prescribe the individual tasks that a Marine of a particular MOS and grade must be able to perform in order to successfully execute a Mission Performance Standard. Each ITS contains elements that assist the training planner and trainer.

a. There are several elements which comprise an ITS. These elements are as follows:

(1) Task. The task describes a specific and necessary behavior expected of a Marine in a particular MOS or job. It is a clearly stated, performance-oriented action requiring a learned skill.

(2) Condition. Equipment, manuals, assistance/supervision, special physical demands, environmental conditions, and locations that describe the situation/ environment under which Marines perform the task.

(3) Standard. A measure that indicates how well a task should be performed (e.g. accuracy, time limits, quality, etc.).

(4) Performance steps. The steps that must be performed in order to accomplish the training objective.

(5) Administrative instructions. A description of the relative amount of simulation involved with the behavior, conditions, and standards in the training environment.

(6) References. Marine Corps doctrinal publications, manuals, job aids, etc., not listed in the condition, that guide the trainers, instructors, or performers.

b. The actual listing of ITS's is also organized in order to provide clarification on where the individual training should take place. The following categories are resident on all ITS listings:

(1) Formal Learning Center (FLC). A mark appears in this column when the formal school is designated as the initial training setting.

(2) Managed On-The-Job-Training (MOJT). If an X does not appear under the FLC column then the training is accomplished through MOJT.

(3) Distance Learning (DL). If an X appears in this column at least one DL product is associated with this task.

(4) Sustainment Training Period (SUS). An entry in this column represents the number of months within which the unit is

expected to train or retrain this task to standard provided the task supports the unit's Mission Essential Task List (METL).

(5) Required By (REQ BY). An entry in this column depicts the lowest rank required to demonstrate proficiency in this task.

7. MISSION PERFORMANCE STANDARDS. Mission Performance Standards (MPS) prescribe the specific tasks that a unit must be capable of performing in order to successfully execute a particular mission. While ITS's measure individual performance, MPS's measure collective training standards and are used as a means to evaluate the current training status of the unit. MPS's are published in the MCCRES and assist the commander in identifying the unit's strengths and deficiencies, which provide an outline for corrective action.

a. Mission Performance Standards usually include the following areas:

(1) Condition. The condition will describe the context in which the unit is to be evaluated. For example, a unit being evaluated on convoy operations would have information within the condition sighting the overall distance or area in which the evaluation would take place.

(2) Standard. The standard portion will consist of tasks in which the unit will be evaluated. These tasks are listed in chronological order.

(3) Evaluator Instructions. Evaluator instructions will be included to provide additional information when applicable.

8. MISSION ESSENTIAL TASK LIST (METL).

a. The METL is a descriptive training document which provides units with a clear, warfighting focused description of collective actions necessary to achieve wartime mission proficiency.

b. It is the basis used to design the unit training plan and to develop the resources necessary to meet the training plan.

c. By prioritizing training to meet METL tasks, the commander can allocate resources to the training priorities. Marine Corps training must be prioritized in the following order:

1. Mission-oriented training (training that ensures the unit can fulfill combat requirements).

2. Formal training (marksmanship, physical fitness, combat water survival, battle skills training, NBCD, leadership, etc.).

3. Ancillary training (suicide awareness, driver improvement, financial management, HIV/AIDS, equal opportunity, etc.).

9. MARINE CORPS TRAINING, EXERCISE, AND EMPLOYMENT PLAN.

a. The Marine Corps Training, Exercise, and Employment Plan (MCTEEP) provides the Marine Corps with a standard scheduling/planning tool.

b. MCTEEP is designed to be a management tool that is capable of identifying unit, personnel, and resource conflicts prior to executing training exercises, deployments, or actual contingency operations.

c. MCTEEP can provide a consolidated report, can interface with MAGTF Deployment Support System (MDSS II), Marine Air Ground Task Force (MAGTF II), and Joint Operation Planning and Execution System (JOPES), and contains scheduling information down to the battalion/squadron level.

10. TRAINING PLANS.

a. The training plan is a document that outlines the general plan for the conduct of individual ITS and collective, MPS, training in an organization for specified periods of time. If properly developed, training plans will maintain a consistent combat focus; coordinate between combat support, and combat service support organizations; focus on real world lead times; address future proficiency; and use resources efficiently. The types of training plans are:

(1) Long-range. The long-range plan covers a minimum of twenty-four months and is updated annually by divisions, wings, and FSSG's. Deployments, major exercises, combined post exercises (CPX's), and other events reflected in the MCTEEP will be included in this plan.

(2) Mid-range. The mid-range plan covers up to eighteen months and is updated quarterly by regiments, groups, battalions, and squadrons. This plan converts the long-range training plan into a practical series of training activities and events. Individual unit training cycles, required training events (higher headquarters field training exercises (FTX's)/CPX's, significant events or activities Marine Corps Combat Readiness Evaluation System (MCCRES), USMC Birthday, unit

level exercises or training, formal training, and ancillary training are included in the mid-range plan.

(3) Short-range. The short-range plan provides the greatest detail and focuses specifically on the immediate quarter within the fiscal year. Battalions, squadrons, and lower commands prepare short-range plans that can include the quarterly update of the mid-range plan and production of monthly/weekly training schedules. This plan refines the level of detail of the mid-range plan, is designed to link ITS's and MPS's to training events, and initiates the production of monthly/weekly training schedules.

b. Training Schedule. The training schedule complements the short-range plan by providing even greater detail. It is prepared at the company/platoon level and should include the following elements:

- (1) Start time and location of training.
- (2) Allocation of the correct amount of time to train, as well as time to correct anticipated deficiencies.
- (3) Individual, leader, and collective tasks to be trained.
- (4) Concurrent training topics to efficiently use available time.
- (5) Who conducts the training and who evaluates the results.
- (6) Administrative information concerning uniform, weapons, equipment, references, and safety precautions.

11. DEVELOPING A TRAINING PLAN. Effective planning links the organization's Mission Essential Task List (METL) with the subsequent execution and evaluation of a training plan. The commander will begin the planning process to create a training plan by providing two inputs: the METL and the training assessment.

a. The METL, comprised of a unit's Mission Essential Tasks, Mission Performance Standards (MPS's), and Individual Training Standards (ITS's), is the foundation for the development of a training plan.

b. The training assessment should answer the following questions in order to be effective:

- (1) What must the unit be able to do?
 - (2) What can the unit do now?
 - (3) How can shortfalls be corrected and strengths maintained?
- c. Following the training assessment, the commander will provide guidance which should incorporate the following:
- (1) Marine Corps' training principles.
 - (2) Commander's training priorities (mission-oriented, formal, ancillary, individual, leader, collective).
 - (3) Tasks to improve proficiency on and tasks to sustain performance on.
 - (4) Training evaluation.
 - (5) Resource guidance.
- d. Upon issuance of the commander's guidance, the planning process can be completed through the creation of the training plan.

12. HOW TO CONDUCT TRAINING. Performance-oriented training is recognized as the best training technique available to teach Marines to perform their missions. Hands-on training imprints the information in the mind of the trainee as no other type of training can. The conduct of training is a process which begins when the training plan is created and ends when the post training evaluation has been completed. The following guidelines should be followed when conducting training:

- a. Determine the references, conditions, and standards for the skill to be taught from the applicable ITS, MPS, training and readiness (T&R) manual, or MCCRES order. References can be obtained from the unit S-3 office.
- b. Assign a time and location for the training. Ensure that the time and location will support the intended training (e.g. night operations only for advanced training, certain weapons are authorized to be fired only on certain ranges) and not interfere with other unit training.
- c. Conduct a risk assessment, using Operational Risk Management (ORM), of the hazards involved in the training.

d. Submit a request for use of the range/training area (RTA) to the unit S-3 office.

e. Identify and submit a request for support that is not organic to the unit. This could include corpsmen, communications capability, Explosive Ordnance Disposal, motor transportation, heavy equipment, etc.

f. Identify and submit a request for ammunition required during training. Ammunition requests should be forwarded to the S-4. Ensure ammunition requirements do not exceed the unit ammunition allocation.

g. Identify and fulfill any pre-training requirements. This could include equipment inspections, embarkation measures, orders preparation, terrain analysis, and safety briefs. At a minimum, safety briefs should include environmental hazards and concerns, unexploded ordnance handling, natural resources concerns, and RTA issues.

h. Identify a Range Officer In Charge (Range OIC) and Range Safety Officer (RSO). At a minimum, the RSO must receive an RSO class from range control personnel and receive an RSO certification card (wallet size).

i. Conduct a reconnaissance of the RTA that will be used. Key personnel should be involved in this reconnaissance (Range OIC, RSO, supervisors, trainers).

j. Ensure the following while conducting training at the RTA:

(1) Range OIC and RSO must be present at the RTA during training.

(2) A copy of the RTA standard operating procedures/regulations is maintained at the RTA during training.

(3) Communication with range control is maintained during training. Communication checks will occur prior to any training occurring. The first and last action at the RTA is communication with range control.

(4) Road guards are posted, as required, on all roads in the RTA that the training could affect. Road guards shall:

(a) Be posted in pairs.

(b) Have positive two-way communication with the RSO.

(c) Have their positions recorded by grid location with the RSO.

(d) Have sufficient water and chow if seperated from the unit.

(e) Restrict access to the RTA by unauthorized personnel.

(f) Clear all access of personnel into the RTA with the RSO.

(5) A corpsman and dedicated emergency vehicle must be present at the RTA during training.

(6) Be familiar with aeromedical evacuation procedures.

(7) Be familiar with all aspects of safety concerning the type of training being conducted (e.g. weapons conditions, vehicle speeds, ammunition compatability, terrain and weather considerations, etc).

(8) Maintain communication with range control at all times. In the event of a communications failure, secure all live firing until communication is restored.

(9) Ensure that upon completion of training, all weapons are checked safe and clear, and that all unexpended ammunition is collected and turned in to the ammunition technician.

(10) Complete an Ammunition Expenditure Report.

(11) Remove all trash and hazardous material, produced during training, from the RTA.

k. Upon completion of training, report to the unit commander the status of personnel and equipment used during training.

l. Upon completion of training, all equipment utilized must be cleaned and inventoried.

m. Complete an after action report in accordance with unit standard operating procedures.

13. TRAINING EVALUATION. The evaluation of training, and performance during training, are the most important steps in unit training management. Through evaluation the commander can identify areas of training that need more focus, gauge the effectiveness of the training plan, and measure the quality of

the trainers. Evaluations conducted by company sized units and below should address:

a. Individual and collective proficiency of the company and subordinate elements.

b. Conduct of training and use of resources by trainers within the company.

c. Effectiveness of the planning and preparation for the unit's training.

REFERENCES:

1. Combat Center Order P3500.4D. Standard Operating Procedures for Range/Training Areas and Airspace.
2. FMFM 3-1. Command and Staff Action.
3. MCO P1200.7. MOS Manual
4. MCO 1510.61C. Individual Training Standards (ITS) System for OCCFLD 04
5. MCO 3501.7A. MCCRES
6. MCRP 3-0A. Unit Training Management Guide.
7. MCRP 3-0B. How to Conduct Training.